Indiana Libraries

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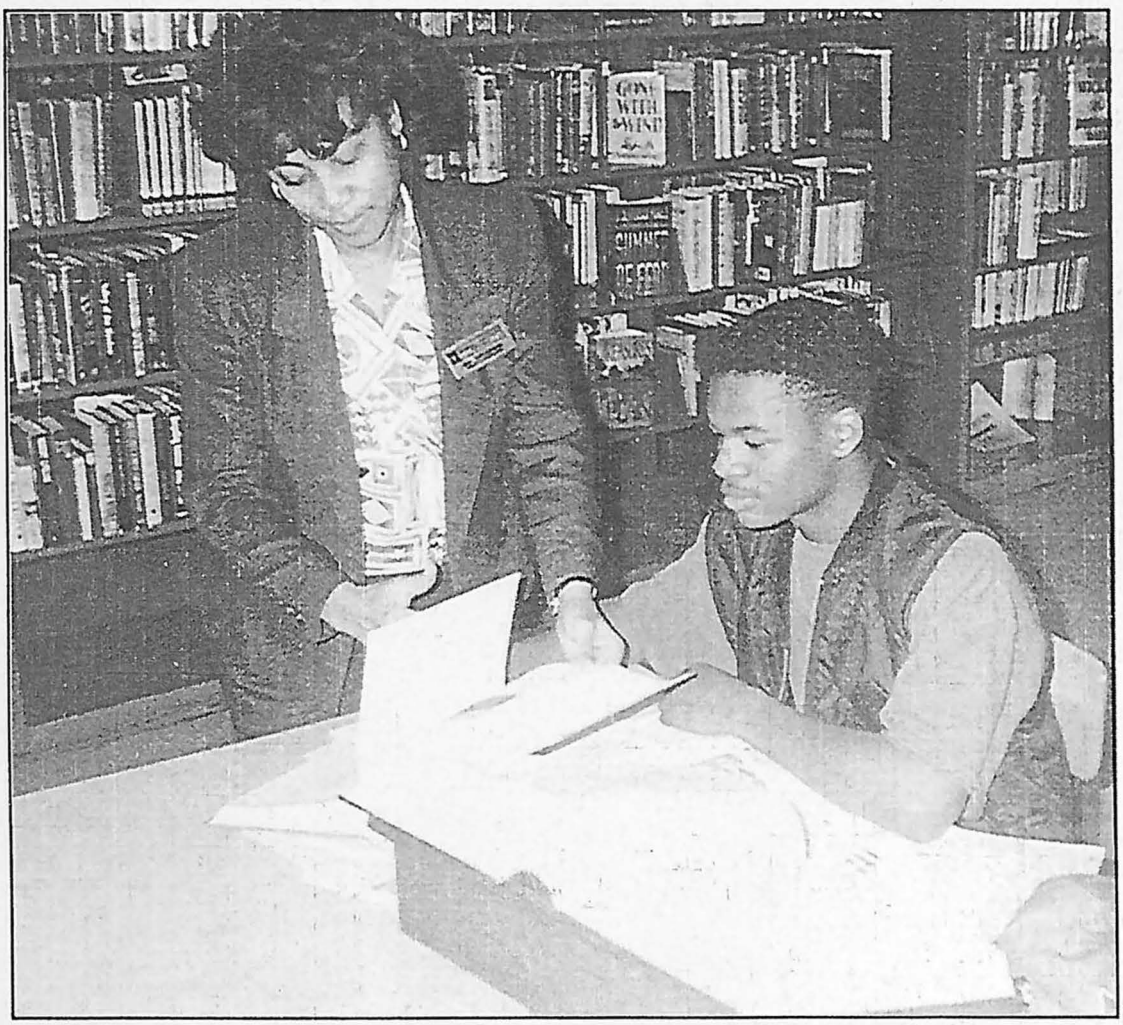

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1. Manuscript should be double spaced and submitted in one of two ways:

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Library and Information Science Education at IUPUI

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IUPUI Program

This fall, two events occurred at Indiana University-Purdue University at Indianapolis (IUPUI) that are potentially of high interest to librarians in Indiana. Indiana University's School of Library and Information Science (SLIS) on the Bloomington campus launched an expansion of its program on the IUPUI campus, and the IUPUI University Libraries began their first semester of operation in the new "electronic" library building. The new library and the expanding SLIS program at IUPUI, together, make a statement about the centrality and the future of library and information services on campuses and, in a broader sense, in society itself. The purpose of this article is to provide the Indiana library community with an update on SLIS's program in Indianapolis and on the resources of the new library which furnishes an illuminating context for discussing SLIS-IUPUI's directions.

University Libraries at IUPUI

The new University Libraries building is the culmination of a broad-based planning process led by Barbara Fischler, Director of the IUPUI University Libraries, and including library staff, university computer and systems staff, university administration, community leaders, and prominent national information experts and consultants. Their task was to envision a library that would meet the needs of IUPUI students and faculty in an information environment that is already, and will increasingly be, pluralistic—a conglomeration of traditional and increasingly electronic forms and formats, accessible by tools and technologies that are familiar and many that are new. Effective learning, teaching, and research will depend on being able to use this diverse mix well. The knowledge and skills required to create an effective infrastructure for use of tools, technologies, and information resources are also increasingly pluralistic and will require the teamwork and cooperation of many types of information professionals.

In the new library, print, paper, and electronic cultures share a home where they can interact synergistically. Computer technology and networked electronic and multimedia resources are available throughout the building, side by side with print resources. Information professionals with many specialties have their offices in the new building—librarians with a broad range of traditional and electronic knowledge and skills, archivists, computer and instructional systems specialists, and others. A visitor to the new library will see all the traditional print-based library services that are familiar, housed in a functional and attractive setting, and delivered with the aid of electronic information systems for both technical and public services that have become a familiar part of the library landscape. Electronic technologies, tools, sources, and services, visible at a casual glance by the presence of computer terminals, are an equally important part of the structure and operation of the new library.

The computing technology available to

users will be of three major kinds: express workstations that provide access to the Indiana University library catalog, laptops that can be checked out by all users for use anywhere in the library, and scholar's workstations that link the user to the library's information system and provide a gateway to global information sources and services. All three computing resources are interspersed with the print materials on all floors. Six hundred and forty-one user carrels provide full power for computing and network connections, allowing users to move electronically from the library to information sources all over the world. Plans for the future call for extending the internal library network to the campus and the community, thus making the "library without walls" more and more a reality.

The library's information system, now in development, brings diverse electronic capabilities to the user at many locations throughout the library. A complete description of the new system, now in prototypical phases, deserves an article on its own. Briefly, it will include a gateway to the Internet, a wide range of networked text and image resources available via a menu system, multimedia programs providing instructional support for classes, access to library catalogs globally, popular applications programs such as word processing, spreadsheets and graphics packages, and perhaps most important to the individual, electronic workspace—called an electronic book bag—where each user can take notes, download bibliographic citations, text and images, and move files back and forth from the workstation to a personal or office machine. The IUPUI library information system, a truly multimedia approach to providing information tools and resources regardless of their location, was conceived and continues to be developed by interdisciplinary teams including librarians, users, computer specialists, and a range of consultants.

The Emerging Electronic Information Environment

The IUPUI University Libraries represent planning for library services in an increasingly electronic information environment that has been both predicted and taking shape for a number of years but that now seems to be coalescing rapidly. Ubiquitous computing—reliance on electronic communication and information handling—has been a buzzword for some time and is now becoming a reality in many workplaces and for many individuals. The communications capabilities of networks are being discovered in many domains from business and education to leisure activities and recreation. Electronic books, journals, and databases are appearing with greater frequency, and new ownership, pricing and use structures are now not only being predicted and debated but are starting to emerge. The increased use of the Internet—both in volume of traffic and in sources available—is offering a view of what a world of electronic information texts might be like. Visions of this new information future are occupying an increasingly prominent place in our national consciousness. We are surrounded with descriptions of information highways, a national information infrastructure, digital libraries (which often are not our idea of libraries at all), and a vision of individuals as information consumers or even information czars, commanding empires of information opportunities from their homes.

People using information today, whether in their roles of student, teacher, worker, citizen, or individual seeking entertainment, relaxation or diversion, face the challenge of working effectively in this multi-faceted information environment, with its sometimes chaotic and confusing mixture of traditional and new information sources and tools for using and benefiting from information. For us as librarians, it has been axiomatic that learning to use information effectively is not a simple or easy task. The plethora of electronic

choices only adds complexity to what was always a complex and often not fully understood activity.

While the IUPUI library provides users with conveniently available tools, technologies, and resources to learn to use both print and electronic information effectively and synergistically, it also showcases emerging roles for libraries and librarians. The point here is not that the particular mix of print and electronic resources and services that IUPUI is evolving in its library is the "right" or the "only" road into the information future. The symbolic importance of the new library is its visible acknowledgment of the electronic information environment and its attempt to create a world where print and electronic cultures exist side by side and where professional librarians are active in helping library patrons make the best use of both.

The SLIS Program at IUPUI

Indiana University's School of Library and Information Science provides professional education for students whose careers will develop in this chaotic and rapidly shifting world of traditional and evolving information technologies, tools, sources and services. At a time when library science programs in some institutions are disappearing altogether, IU's SLIS is launching a full-scale program at IUPUI and planning for an expansion of its program at Indiana University at South Bend, as well. Just as the IUPUI library makes a statement about the centrality of library and information services in the upcoming decades, the development of the SLIS program at these two additional sites speaks with cautious optimism to the continued importance of our field in the multi-dimensional information world of the future.

The increased demand for SLIS courses in Indianapolis, the new library building, IUPUI's emphasis on the non-traditional student, professional education, and information technology, and the IUPUI administration's interest in library and information science education offer an encouraging environment for turning the roster of SLIS offerings at IUPUI into a full-fledged program. Planned over the past year and a half by IUPUI Executive Vice Chancellor and Dean of the Faculties, William Plater, and SLIS Dean, Blaise Cronin, and with strong support from Library Director Barbara Fischler, the expanded SLIS program at IUPUI has taken visible shape this fall and will continue to develop over the next several years.

As a faculty member who has recently joined SLIS after many years as a library practitioner in Indiana and several years as a library school faculty member in Illinois, I sense that the expansion of the program is occurring in the context of a convergence of direction among faculty, SLIS administrators, Bloomington and IUPUI campus administrators, and library practitioners about what constitutes viable education for library and information professionals in the future. The description that seems to me to best fit this convergence of opinion about the direction of library and information science education is, once again, pluralism—the recognition of the emerging pluralistic information environment with its implications for traditional and emerging roles for libraries and for new information management roles outside of libraries for persons with academic knowledge and skills in library and information science.

In my view, a truly pluralistic approach to education in library and information science goes beyond simply providing a range of courses that present separate views of the library and information landscape. If we view the information world not simply as territory to be adequately represented, but as a diverse and shifting mix of oral, print and electronic cultures, the concept of pluralism embodies attitudes that understand and respect multiple traditions, methods and user needs. The mix

of these information cultures in our libraries is, and will be, varied. The spread of electronic information technologies in our society and its institutions and organizations is, and probably will continue to be, controversial, dialogic, and uneven, raising many issues, including those of equality of access and opportunity that are of traditional and ongoing importance in our profession. Truly pluralistic education in library and information science will, again in my personal view, develop professionals who have the knowledge and analytical ability to understand the complex interactions of multiple information cultures, who can move easily among diverse approaches to information and information use, and who can become leaders as our society struggles to cope with and to create the information landscape of the future.

Within the context of a converging sense that a pluralistic educational response is needed, SLIS-IUPUI is strengthening its program of education for library and information science professionals. A SLIS office opened this fall in the new IUPUI library, giving the program a physical locus where faculty and staff are available on a regular basis. In keeping with IUPUI's tradition of evening classes, the office is open until six o'clock so that students who work full-time can drop in before class. The faculty and staff are encouraging the use of electronic communication to further increase the interaction between students in Indianapolis with Bloomington and students throughout the state with Indianapolis and Bloomington. The number of SLIS faculty based at IUPUI will grow in the next years, and Bloomington faculty will continue to play an active part in the program in Indianapolis.

The new IUPUI library is the cornerstone of the SLIS-IUPUI facilities, serving as home base for SLIS offices and as a laboratory where students can experience and observe a multi-faceted information environment and a variety of professional roles, both within the library and as a result of the partnership between the library and the IUPUI Office of Integrated Technologies. A number of SLIS classes will be held in the classroom and computer facilities of the library, and students will have the IUPUI library information system as a resource for work inside and outside of class. Plans are underway to evaluate and strengthen the library's print and electronic resources in support of library and information science. SLIS-IUPUI faculty will also have access to the numerous instructional development technologies and services offered from a partnership between the library and the IUPUI Office of Integrated Technologies.

As the SLIS program grows in Indianapolis, it will share the IUPUI focus on responding to the needs of its students. IUPUI students in general, and in the SLIS program in particular, are usually employed adults, attending school part-time, who are either preparing for a first professional career, seeking additional professional qualifications, or planning a mid-career shift. Most are commuters, and many come a great distance. Courses at SLIS-IUPUI have traditionally been scheduled in the evenings and on weekends, and additional modes of course delivery are both a priority at IUPUI and at SLIS. Three directions are being actively explored. SLIS has offered a number of courses in both Bloomington and Indianapolis in compressed time frameworks such as weekend workshops, and more are being planned. A second model of alternative delivery is distance education, using information technologies to deliver courses to remote sites. SLIS has a substantial history of offering classes via IHETS (Indiana Higher Education Telecommunication System) and will continue with this effort as well as experimenting with other delivery models, such as electronic learning communities. SLIS-IUPUI is also exploring interest in the library community for a third alternative—the "once-a-week" program—a cooperative program with employers where

students attend classes one day a week to complete their professional degree.

Along with what we hope will be growing interest in the SLIS-IUPUI program, the number and variety of course offerings is expected to grow. Instructors will be drawn from the SLIS faculty based at IUPUI, the SLIS faculty based at Bloomington and adjunct faculty members. Student input is actively being sought in developing class offerings, and new methods of forecasting students' needs for courses are being explored. The multi-dimensional information environment and the variety of information roles and activities in that environment call for a balanced approach to scheduling, attempting to provide offerings relevant to students with a variety of interests and at the same time assuring that the major courses in any one special interest appear frequently enough to allow meaningful concentrations. The SLIS faculty is currently reviewing the entire SLIS curriculum, looking toward degrees in both library science and information science. At the core of the new curriculum, as I view the process unfolding, is a two-fold commitment: a commitment to the continued centrality of libraries in a pluralistic information environment, and a commitment to the centrality of our discipline's knowledge and skills to organization, access and use of information in educational institutions, businesses and organizations, and in society as a whole.

A full-fledged professional program offers more than a roster of courses. Extra curricular opportunities of many kinds provide students with experiences and information relevant to their future professional practice. Opportunities to participate in the school's governance, to provide input to the school's programs, to hear faculty, library practitioners and other professionals speak to current issues in the profession, to participate in professional organizations, and to begin to develop the professional networks that are central to a successful career are part of a complete graduate education. Yet most existing models for providing these experiences are geared toward the full-time student who has easy physical access to campus and a flexible schedule. Developing a structure of relevant extra-curricular activities that meets the needs and constraints of IUPUI students is both a high priority and a challenging task. Student needs have been assessed through formal and informal surveys, and a SLIS-IUPUI chapter of the IUPUI Graduate Student Association is being formed which will provide input and direction to future efforts. An electronic communication structure is being discussed that will be both a tool for disseminating information and a forum for discussing issues of shared interest. In the very early discussion stages, also, is an electronic forum for extracurricular activities that would deliver colloquia, informal presentations, short workshops, town-meeting discussions, debates on current issues, and other exchanges central to professional education to sites around the state.

This article has attempted to provide an update for the Indiana library community on the development of the SLIS program at IUPUI from the point of view of a newly arrived faculty member who has some administrative responsibilities for the program. Over the next few years as the program evolves, many voices will be helpful in shaping its directions. Close ties with the Indiana library and information communities can only strengthen SLIS's efforts to provide relevant library and information science education that will equip our graduates to develop fulfilling careers, maintain the centrality of our profession and of our professional knowledge base, and provide leadership in the complex, chaotic, and challenging information world of the future.

[This article will also be published in the *Indiana Media Journal*, Vol. 16, No. 3, 1994]

"Explore the Possibilities" An Award-Winning Campaign for Indiana Libraries

Jan Preusz
Coordinator of Technical Services, Vigo County Public Library
Co-Chair, Indiana Library Federation Public Awareness Committee

The Indiana Library Federation (ILF) has been nationally honored as one of two major 1993 John Cotton Dana Award recipients. Presented by the H.W. Wilson Company during the 1993 American Library Association Conference in New Orleans, the John Cotton Dana Award honors outstanding library public relations efforts.

ILF was recognized for its development and implementation of "Explore the Possibilities: Support Indiana Libraries," a successful 1992-1993 statewide public awareness campaign. Spearheaded by the Federation's newly formed Public Awareness Committee and funded through Library Services and Construction Act (LSCA) grants, this campaign was designed to increase both public awareness and support for Indiana libraries and their roles in this evolving information age.

In addition to raising awareness, the goals of this campaign included: 1) linking libraries to lifelong learning; 2) linking libraries to growing technologies; 3) creating a future-oriented vision of Indiana libraries; and, 4) expanding funding sources and opportunities by providing Indiana legislators with information about the roles and needs of libraries.

The focus of the campaign was statewide and designed to increase public awareness of all types of Indiana libraries. Over a period of one and one-half years, Linda Kolb, Executive Director of ILF, wrote two separate LSCA grant proposals, both of which were funded for a total of $60,000. Kolb and the Indiana State Library formed an active partnership which existed throughout the campaign. Participants from both ILF and the Indiana State Library contributed ideas and time, and volunteered services. A volunteer committee which included representatives from public and academic libraries, library trustees, Indiana library networks, and the ILF Legislative Advocate was formed along with ILF and State Library members to spearhead, plan, and provide direction.

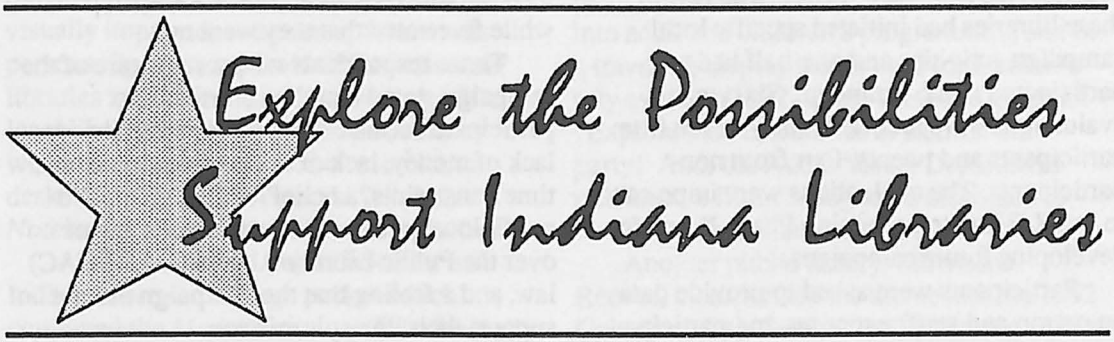
In addition, Melissa Martin, a professional organizational media consultant, was employed to help design and implement the campaign. Initial considerations were given to timing—having the campaign peak during Indiana Legislative sessions—and to the development of a multimedia campaign which had the potential to be customized to meet individual library promotional needs. The ILF monthly newspaper *Focus* was used to keep Indiana librarians up-to-date on the campaign's progress.

Phase I

Phase I of the campaign featured a thirty second television public service announcement (PSA) which was developed through committee input and was written and produced by the project's campaign and media consultant. This futuristic PSA promoted the importance of Indiana libraries in the information age, linked libraries and technologies, and equated libraries with lifelong learning.

Early in 1992 the PSA was released to over 100 Indiana television stations and was broadcast from February through May. A

network of volunteers telephoned stations to alert them to the upcoming arrival of the PSA, or personally delivered or mailed the tapes. Copies of the PSA were given to the eight regional Indiana Area Library Services Authority (ALSA) offices so that the tapes would be available for any Indiana library to use for fund raising or other promotional activities.



At the same time, approximately 100 billboards appeared in almost every county in Indiana, promoting the "Explore the Possibilities: Support Indiana Libraries" theme. Both the PSA and the billboards featured an 800 telephone number which connected callers to the Indiana State Library. Persons answering calls offered to connect callers to their local libraries or to send them information on how they might help support Indiana libraries.

Prior to the official launching of this campaign, the Public Awareness Committee prepared an "Explore the Possibilities" campaign booklet which was sent to every library director in Indiana. This booklet described the campaign and its purposes and presented a planning guide to assist local libraries in developing programs and activities utilizing the theme. Information was included to prepare staff and library friends in implementing local efforts along with methods to evaluate local campaigns. A list of 101 ways in which a community or campus might support its library was also included to assist these libraries in offering suggestions to their constituencies.

Phase I was officially launched through a news briefing at the Indiana State Library in February 1992 while the Indiana General Assembly was in session. Representatives from state and local government, the governor's office, the press, and Indiana library leaders were invited. Key Indiana librarians kicked-off the campaign with speeches. Press kits promoting the campaign were distributed and the television PSA was viewed by the public for the first time. On the same day, news releases were mailed to every Indiana newspaper, and a special issue of *Focus* which proclaimed the commencement of the campaign, was delivered to each Indiana legislator.

At the same time, the Public Awareness Committee developed a number of products to assist libraries in promoting the campaign locally. At the beginning of the campaign, buttons, bookmarks, postcards, and two types of banners were available. Posters (which could be customized for special events) and mugs were introduced at the ILF State Conference in April, 1992 and balloons were available by that Fall.

During the 1992 ILF State Conference, the Public Awareness Committee highlighted the importance of the "Explore the Possibilities" campaign by providing information and encouraging library participation, by offering campaign products for sale, and by featuring a marketing program for library trustees led by Melissa Martin. "Explore the Possibilities" was later selected as the theme for each of the state's eight Fall 1992 ILF district meetings, for some division level special meetings, and as the theme of the 1993 ILF State Conference. The ILF membership directory and

other printed materials carried the theme with its graphics throughout 1992-1993.

Evaluation

During the Summer of 1992, the Public Awareness Committee undertook an evaluation of Phase I. Evaluation forms were sent to 112 selected Indiana libraries. One half of these libraries had initiated specific local campaign activities and one-half had not participated in the campaign. Sixty-one evaluations were returned, thirty-seven from participants and twenty-four from non-participants. The evaluations were important to the ILF for strengthening Phase II and for developing future campaigns.

Participants were asked to provide data on patron and staff responses and participation levels, on what they liked best and least about the campaign, and on ideas for improving it. Non-participants were asked about their awareness levels of the campaign, why they chose to not participate, and how the campaign might have been made more useful to them.

Participating libraries indicated that they received the largest number of positive patron comments on the campaign print materials, followed by the billboards. There were few negative patron comments, the largest number of which concerned the complexity of the television PSA. They reported that the bookmarks, buttons, information flyers, and banners were the most useful of the campaign materials to their libraries, while the post-cards, television PSA, billboards, and state library 800 number were less useful.

Respondents liked the art work, theme, bookmarks, and the 101 "things you can do for your library" best. In addition, they offered positive comments about the fact that the campaign occurred and that it was statewide. One librarian commented that the campaign allowed it to focus on the library as an information center, and another noted that as a result of the campaign, one person who had not been in the building for many years returned and was so surprised to learn all that the library now offers that he now comes every week.

Participants reported the need for more billboards throughout the state and greater television coverage for the television PSA in future campaigns.

Of the nonparticipating library respondents, nineteen noted that they were aware of the "Explore the Possibilities" campaign, while five noted that they were not.

Those respondents who were aware of the campaign stated that they chose not to participate because of administrative changes, lack of money, lack of access to order forms, time constraints, a belief that the theme did not fit local public awareness needs, anger over the Public Library Access Card (PLAC) law, and a feeling that the campaign did not support their library's mission.

Some of the nonparticipating libraries suggested that the "Explore the Possibilities" campaign would be more useful to them if mass visibility were increased, if the campaign had been used to alert users to PLAC problems, if some materials had focused specifically on academic libraries, and if a ten to twenty minute video promoting libraries would be produced for use in circulating collections.

Phase II

Armed with the results of this evaluation and a second LSCA award, the Public Awareness Committee planned and began the execution of Phase II which ran from January through the Spring of 1993. Highlights of this campaign included the re-release of the television PSA throughout the state and the creation of radio scripts of various lengths to be used by local stations to promote local library collections and activities. Scripts written in late 1992 by members of the Public Awareness Committee were sent to all academic and public libraries so that each institution could customize them to reflect local services and then send them to local stations. The basic scripts were also mailed directly to selected radio stations throughout the state.

During the Fall of 1992, funds from this

grant were also used to create and distribute a *Media Relations Handbook*, designed to help individual libraries plan, execute, and evaluate local public awareness efforts. Also, the Committee, in partnership with the Indiana State Library, produced a *Special Services Notebook* which detailed information about the State Library's services to disabled, deaf, visually impaired, and other special needs persons. Space was provided for individual libraries to give information about specific local library special services. Bookmarks were designed to be placed on circulation desks to publicize the *Special Services Notebook's* value and usefulness to patrons.

All academic and public libraries in Indiana were sent a large packet which contained the *Media Relations Handbook*, the *Special Services Notebook*, and the bookmarks, along with a table-top display which contained information on ILF membership and membership forms, order forms for "Explore the Possibilities" products, and a press release that could be sent to local media concerning the campaign and the availability of the *Special Services Notebook*.

During 1992 the Public Awareness Committee drafted its' first mission statement and presented information about its' long range goals to the ILF Executive Board, which was in the process of developing a specific long range plan for the Federation. The Public Awareness Committee will develop a public awareness plan based on the Federation's forthcoming long range plan.

Local Activities

A principal objective of the campaign was to encourage libraries to use and adapt the theme at their local levels. The returned evaluation forms indicated that a number of libraries did utilize the theme in various ways. Many purchased campaign products, displayed banners and posters, distributed buttons, bookmarks, postcards, mugs, or balloons to patrons or at community meetings or events.

Some libraries prepared and distributed lists of ways community members might support the library, and some libraries reported that a number of their requests were met. The Vigo County Public Library used "Explore the Possibilities" as a year-long theme for library displays and exhibits and adopted the theme along with its graphics for use in its Annual Report and Friends' recruitment materials. It also incorporated the theme into adult and children's programming and in a traveling display that is used for a community event. A 1992 retiree was even given an "Explore the Possibilities of Retirement" party! And, the Audio Visual Department published a film catalog to be disbursed to local schools utilizing the "Explore" theme.

Another public library, Morrisson Reeves, incorporated the theme into the 1992 Columbus Day Celebration by filming a video which featured Christopher Columbus "sailing" into town to "Explore the Possibilities" at the library. Special emphasis was placed on employment-related literature in the library's collection. The video "premiered" at a local Chamber of Commerce meeting. Delphi Public Library entered a local parade with "Explore the Possibilities" as a float theme.

In November 1992 the Public Awareness Committee was pleased to learn that the Indiana Cooperative Library Services Authority (INCOLSA), a statewide library agency offering automation and computer support to Indiana libraries, had selected the theme for their 1992 Annual Report because of the theme's appropriateness to the rapidly changing world of networking.

These are just a few highlights of state and local efforts to increase the public's awareness of Indiana's libraries. Much remains to be done. But thanks to the foresight and partnership of the Indiana State Library and the ILF, and for the cooperation of numerous Indiana libraries and volunteer committee members, the "Explore the Possibilities" campaign has been a great beginning toward the larger goal of increased funding and support for Indiana libraries. The Public Awareness Committee is already at work planning the campaign for 1994.

Striving for Success: Breaking the Barriers in an Inner-City Library

Michael A. Perry
Children's Librarian
Indianapolis-Marion County Public Library

Introduction

"Those neighborhood kids are worthless." "Kids lack respect for everyone."

"What's wrong with that kid's parents?" "That music is rotting their brains." Statements like these are often heard in inner-city neighborhoods. These attitudes, coupled with the poverty and racial barriers faced by today's children, can help to drive children out of the educational process and into drugs, gangs or jail. The inner-city library has many barriers to overcome in serving the children of today as they develop into productive and responsible adults of tomorrow. This article discusses problems presented and offers some solutions as the Brightwood Branch of the Indianapolis-Marion County Public Library becomes more involved in its neighborhood.

A Brief Sketch of Brightwood Branch Library

The Indianapolis-Marion County Public Library serves over 750,000 people with a central library, twenty-one branches and two bookmobiles. The Children's Services Office supports the Children's Librarians with system-wide programming including the Summer Reading Program, November Read-Aloud, and Read-the-Zoo, as well as centralized selection and support services for agency needs, i.e. hook-and-loop stories, puppets, other supplemental materials, and additional staff.

The Brightwood Branch Library is a storefront-inner-city library with just over 2,400 square feet of public space and a total book collection of 18,000 volumes. Juvenile materials account for approximately 7,000 of the titles. The staff consists of an adult services librarian, a children's librarian, one full-time support staff, two part-time clerks, and two pages who work twenty hours per week. Brightwood has no meeting room or auditorium facility for programming or community groups. We use the storytelling rug for children's "storytimes," while other programming involves moving tables and chairs to accommodate large groups.

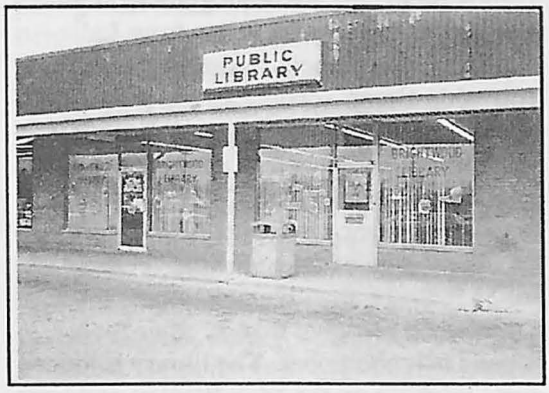
Brightwood's juvenile materials accounted for 55 percent of the total non-video circulation in 1992, and it appears that it will be about the same percentage for 1993. Videos account for 25 percent to 33 percent of the total monthly circulation, yet patrons who come in for videos allow their children to get books when the opportunity might not have presented itself otherwise.

Meeting the Challenges of the Brightwood Library

A brief socioeconomic profile of the Brightwood Branch Library reveals that it serves over 20,500 people,[1] of which 96 percent are from minority groups.[2] The number of people living below the poverty level rose from 27.2 percent in 1980 to 33.2

percent in 1990.[3] Also, 44.6 percent of the residents in the neighborhood are non high-school graduates, and the unemployment rate is 11 percent.[4] The average per capita income in the neighborhood is $7,894,[5] and in the last ten years, the number of female heads of households has increased from 40.3 percent to 45.8 percent.[6] However, as bleak as these figures sound, the neighborhood is full of people concerned with education, creating a safer neighborhood, and making better lives for themselves and their families.

An inner-city library by definition faces its own unique challenges. Because Brightwood is a storefront library, it has very low visibility. There is no separate building with signage, parking, and lighting to declare the existence of a library.



Unlike the property owners in a Vigo County mall branch library, Brightwood's property management *does* allow temporary store window announcements and advertisements.[7] These promotional materials are invaluable in getting information out to the public. The Indianapolis-Marion County Public Library system also advertises all branches' activities through its Public Relations Office, which not only publishes *Reading in Indianapolis*, but also issues press releases in daily papers and in over eighty media/community outlets.

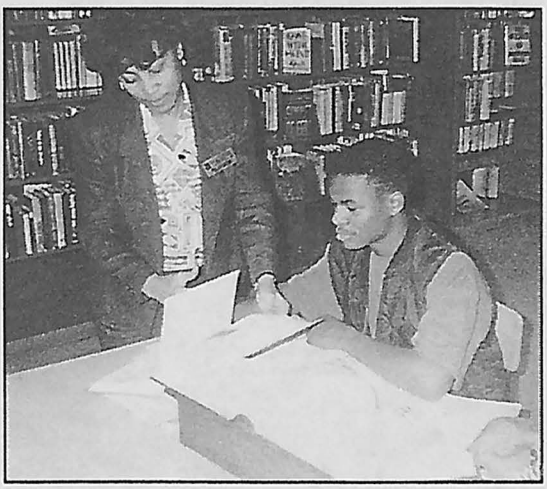
A bus stop in front of the strip mall in which the library is located allows patrons some transportation to the library, but walk-ins still comprise a significant amount of the library's business. Neighboring businesses attract potential library patrons who drop by while shopping for groceries or using the laundromat. Parents often drop their children off at the library while running these errands.

To establish a safe and friendly place for children, there is an inviting juvenile area full of wood blocks, bead mazes, a Lego® table, and puzzles that keep children occupied. In addition, these items help to develop proficiency in classification, spatial and positional concepts and pre-reading skills, while social growth occurs as children play and learn together.

Until 1993, the Brightwood Branch consistently had the lowest patron usage counts and circulation figures in the Indianapolis-Marion County Public Library System. This resulted in a drastically restricted book budget of $13,000 per year. Centralized selection is the key to using limited funds wisely. The Juvenile Collection Development Librarian at the Central Library has a detailed description of the Brightwood Branch and profile of the neighborhood on file to assist in choosing material.

The library receives duplicates of African American-related materials. "Coffee table" books do not circulate well and are not purchased. In a combined effort with the centralized selection process, the library is aggressively weeding it's juvenile collection. the book collection was at 7,550 titles in January 1993. In November 1993, it stood at 7,016, just over the goal of 7,000.

Unlike some storefront libraries,[8] Brightwood has special collections that specifically address its community's interests. In considering the neighborhood's racial configuration, the library cultivated its heaviest collection development concentration in African American literature. All works



by, about, and for African Americans have identifying spine labels affixed to increase the recognition of these titles for both children and adults. Realizing this, Martin University, a local predominately Black college, sends its students to the Brightwood Branch Public Library to do research on African American issues, as their own library is still growing. Brightwood is also creating a vertical file of information about Black colleges and Indiana universities.

Latchkey children come to the library as neighborhood families are forced by lower average wages to work two jobs to make ends meet. The library is unable to offer a daily storytime for children, but does offer a safe place for a few hours. Behavior is not a serious problem. If children misbehave, they are "excused" from the library promptly. This seems to be enough incentive for most children to show appropriate behavior. Gangs, drugs and alcohol are kept out of the Library through active discouragement of colors, beepers, and other gang/drug-related paraphernalia.

Most area daycare centers bring children to the Indianapolis-Marion County Public Libraries to receive service. At Brightwood, only one daycare center in four is able to visit the library for it's bi-monthly programs. Brightwood serves four daycare centers, one Headstart program, and two kindergarten classes, thus providing fourteen monthly storytime sessions which account for almost 100 miles of driving by the library staff each month.

Other Brightwood outreach efforts include: fifteen visits yearly to three Indianapolis public schools, providing library services at community events, acting as the Brightwood representative for township schools, and as the liaison for the local Boys and Girls Clubs. In addition, the library provides some community services in-agency (in the library branch) including serving students on field trips from Indianapolis public schools, assisting the Perry Township Home School Liaison program, serving community, latchkey, and employment programs, as well as various local churches and the Marion County Juvenile Detention Center.

As the figures quoted earlier in this article indicate, the illiteracy rate in Brightwood is higher than in other Indianapolis neighborhoods. The library is vigorously working on the adult literacy problem by being a satellite branch of the Greater Indianapolis Literacy League and serving as the Literacy Office of the library. Literacy volunteers and students meet in the library several times a week. The library also hosts school tutor/student sessions weekly.

Once we have succeeded in drawing patrons into the Brightwood library, how do we get them to return? Successful programming is our solution and it takes an active, vocal effort on the part of staff — librarians and clerks alike.

The number one children's programming event of the Indianapolis-Marion County Public Library system is the Summer Reading Program, which has corporate sponsor-

ship by the Lilly Foundation and Wendy's Restaurants. Prior to my arrival at Brightwood in 1992, there were 742 participants in the Summer Reading Program. This year, our participation grew to 1,115, an increase of 50 percent which represents the largest increase in any library in the system. Zip code tracking of program participants revealed that over 93 percent were from the Brightwood service area. This indicates that we are reaching deeper into our own inner-city population and retaining a greater portion of the neighborhood's children from year to year.

Studies of participation by age show that almost 40 percent of the participants were in the targeted age groups of 0-5 years and 12-and-over. This is a significantly greater number of the targeted at-risk groups participating than there were in 1992. Overall, Brightwood serves children attending sixty-three Indianapolis public schools and sixty-four townships, both private and public schools, which impacts almost all of Marion County.

The second largest system-wide program is the November Read Aloud which is co-sponsored by Noble Roman's Pizza. Each year this program has a different theme—this year, dinosaurs. Participation from Brightwood has doubled over the last year from 573 to 1,200 plus, and is still climbing. Daycare centers account for 30 percent of the participation, providing 463 children. The timely dinosaur theme which is riding on the tail of the movie *Jurassic Park*, coupled with the incentive of free pizza, has increased both our patron participation counts and circulation figures.

The third largest system-wide program is Read-the-Zoo, a cooperative program between the Indianapolis-Marion County Public Library, the Indianapolis Zoo, and the *Indianapolis Star and News* newspaper. In 1992, Brightwood had twelve participants in the program. This year, 263 children registered. The reason for this increase was the inclusion of children from daycare centers, as they accounted for over 40 percent of the total participation.

Brightwood also offers in-agency programs which are designed around the interests and needs of its community. Besides the monthly storytimes, programs have included a Kwanzaa celebration, several different African craft programs, several film series offered during the Summer Reading Program and seasonally, karate demonstrations, and FIRE!!!, an African American children's dance troupe.

Advertising involves sending over 1,700 flyers to local schools for each major program. We also distribute flyers to patrons, to our daycare centers, and to neighborhood businesses in order to inform and attract the greatest number of participants. This public relations work involves almost forty miles of driving and up to three hours of time each month.

The bottom line is that to reach the greatest number of children in its neighborhood, the Brightwood Branch Library has adopted an "outreach" posture. Since a great number of the children don't have the opportunity to come to the library, the Brightwood Branch takes the library to them.

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A Model for Library Literacy: The LifeLong Learning Center

Katherine Hackleman
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"It used to be hard to get my kids to do homework. Now they do it willingly and even read three to four books a week," says Deborah, a single mother of two teenage girls. Deborah has been coming to the Vigo County Public Library LifeLong Learning Center since May, and is looking forward to going to college to become a public accountant or computer programmer.

Melinda, who has been taking GED classes and coming to the Center for two years talks about the change in her life. "I used to think there's no possible way.... now I know, if you think like that you'll never get it done. Before, I didn't even know how to use the computers and my math wasn't that great either, but it's getting better. I even got my friend to come in. I'm telling everyone!" Melinda plans to take her GED test in two months.

Cynthia, a mother of two, tells of some added benefits of working independently with other students in an environment rich in materials. "My IMPACT counselor made me come and I sat in here for two months. Then I got bored and started to look for something to do. Melinda helped me work *Print Shop* on the computer. I finally asked Susan and she has helped me a lot. If I'm going to help my children, I need to help myself. Doing this has made me more confident and I'm getting out of the house."

These are just three of the adult students who use the LifeLong Learning Center in the Vigo County Public Library on a regular basis. Their goals include passing the GED test, getting into IVY Tech, helping their children with homework, getting a job, getting a promotion, and learning to read.

Libraries *Do* Change Lives

Whatever their goals, they all say that coming to the library has changed their lives. Deborah now helps her boyfriend with his computer and sees her interest in learning being reflected in her children's attitudes towards learning. Vickie has become interested in reading, computers and "all sorts of things." Melinda has read *Elvis Presley* and recommends it to all of her friends. They each say the Center has made them feel more interested in life and more confident.

What Makes It Work?

The environment in the Learning Center is relaxed and informal. Easy chairs and lamps with books, magazines, and newspapers arranged more like a living room than a

library, pictures on the walls, and pretty plants create a warm, inviting atmosphere for students who ordinarily might be intimidated by a library. Computers sitting on roll top desks, study tables made of warm oak, and blue carpeting with accents of mauve, all lend an air of friendliness.

The room, located on the first floor just off the main lobby of the Vigo County Public Library, is located in the center of adult activity yet secluded enough to allow the students privacy. Before the Center opened, adult tutoring was conducted in the Young People's department. Several adult students refused to be tutored because of the location, yet being taught to read around other adults was equally embarrassing. The current location allows the students to be away from children and close to, but separated from, the adult area of the Library.

The physical setting would be mean little however, without the helpful staff. Without exception, when asked "What is your favorite thing about the Center?" students answer in one way or another, "The people—they are really great. If they can't help they'll find someone who can." The Center is staffed by four part-time staff members who work twenty hours per week. They are familiar with the materials in the Center, have a thorough knowledge of the computer programs that are available, and know of resources in the community that can help students with their day-to-day needs. The staff are not teachers or tutors but resource people, and are on a first-name basis with most of the students. They provide information and encouragement in a non-threatening, unstructured manner. But equal to their knowledge is their concern for, and dedication to helping the students. The staff's caring attitude and respect for all types of personalities is what really gives the room its warmth and helps students realize their own importance.

Who then, are the teachers? Some of the students have tutors who work with them for two hours a week. Others are in Vigo County School Corporation GED classes and use the Center when class is not in session. Some are on a waiting list to get a tutor. When in the Learning Center, many of them are their own teachers, and for the first time in their lives are taking control of their own education. This empowers them and gives them the confidence to also take control of other aspects of their lives.

The Center's multi-media materials introduce information in a variety of ways. Audio and video tape players allow students to listen to and view materials in the Center or check them out to use at home. Many students, however, find home too distracting and come to the Center to do their studying. GED study materials can be found in workbook, video, and computer formats.

Computer programs are the only materials that cannot be checked out. These programs cover spelling, learning to type, phonics, crossword puzzles, math, and writing. One phonics computer program that uses voice enhances learning by utilizing that added sense. A popular program is *Print Shop* which allows students to make greeting cards, banners, and posters.

Other materials about such subjects as math, budgeting, car maintenance, parenting, job skills, English as a second language, language, writing, getting a driver's license, taking the GED, CPR, learning disabilities, tutoring strategies, and easy-to-read novels come in a variety of formats that enhance students' and tutors' learning and teaching styles.

In order for students to read the words, and at the same time hear them, many books with text that have audio versions were purchased. For other books that did not come with audiotapes, the staff wrote to the publishers for permission to record the text. A local Kiwanis Club taped over fifty books for the Center. Besides helping the student who is learning to read, audio gives students who are

learning English as a second language a way to hear words spoken while reading.

A closed captioned decoder was purchased with the same purpose in mind. The decoder helps good but slow readers to increase their speed and allows international students to listen to idioms and word pronunciation through an entertaining media. The closed caption decoder exposes hidden printed text of the dialogue along the bottom of the screen, similar to the captioning on a television for a weather alert. Students who are studying English as a second language use the decoder more than do literacy students.

Another benefit to students is the accessibility of the Center. Because the Library is on a bus line and in the middle of town, students can take advantage of public transportation. The Center is open nearly the same hours as is the Library. The most popular times at the Center are mornings and evenings during the week.

Students are encouraged to attend other library programs such as monthly noon musical presentations and "Brown Bag" lunches. During one Brown Bag program at which Terre Haute Mayor Pete Chalos answered questions from the audience, Vickie, one of the Center's students, shared her opinion about the importance of the transportation system in getting to the library. She would not have attended a year ago, much less have spoken up.

Students are also told about storytimes and other children's and young people's programs. This summer, some of the older children went to the Young People's room to read and use the computers while their parents studied. For a time toys were kept in the Center for younger children to play with but they were too distracting to parents and others in the room. The children's librarians are not expected to attend to young people therefore if there are any problems they may inform the parent. So far there have been no problems.

How Are Materials Selected?

Materials are selected by obtaining input from anyone involved with literacy in the community. Program directors, who are members of the coalition, are asked each year to make a "wish list." Students and tutors who use the Center are asked which materials have been most useful to them. The Project Director peruses materials at the Indiana Literacy Resource Center and talks with other directors about materials that work in their programs. Circulation records are also reviewed to see what types of materials are most popular. And of course, staff members are asked to give their opinions on what materials are used most often. Reviews of materials in professional journals such as *Library Journal*, *The Written Word*, and *ERIC* articles are studied. The most popular materials are those that help students take tests such as *GED on Video*, *Taking the TOEFL*, and a computer version of the GED test. Next in popularity are math videos and books. The most-used computer programs are *Mavis Beacon Teaches Typing*, *Print Shop*, *GED*, and word processing programs.

How Does It Work?

To enroll, tutors and students call the library. A clerk interviews them, places their names on waiting lists, and contacts them when a tutor is available for a student or when a training session is available for tutors. Depending upon time preference, experience, and needs, students and tutors are matched as openings become available in each literacy organization.

Different programs use different teaching methods, meet at different times, and provide various support services. One program is individualized, computer-based, and has a teacher available all day; another program has a medium-sized group working individually with a teacher for four hours a day, four days a week; another is one-to-one tutoring with a teacher there to help if needed, one day a

week for two hours. All of the other programs provide tutor training, pair up tutors and learners according to interest and ability, and then the tutor and student decide when, where, and how often they will meet—usually once a week for two hours or twice a week for one hour.

The Vigo County Public Library has historically played a leadership role in coalescing organizations who are working toward a common goal. The library helped start a non-profit coordinating council for agencies in the community, and worked to establish a drug hotline in the 1970's and an emergency crisis center soon afterwards. Since then the library has helped support groups become organized, worked with coalitions for youth, senior citizens, and caregivers. So in 1988 when the library decided to expand its participation in the literacy effort in the community and found there were several small programs that were providing various types of services, it decided that instead of having a program of its own, it would provide support services to the already existing ones. Information and referral, publicity and coordination of the Wabash Valley Literacy Coalition, the spelling bee (an annual fundraiser), and the tutor recognition dinner became the initial focuses for the library.

That fall a part-time director was hired for twenty hours a week, the first LSCA (Library Services and Construction Act) Title VI grant from the United States Department of Education was written, and the Library Board voted to remodel and furnish the existing print shop to house the LifeLong Learning Center. One year later the room was finished, the LSCA grant was awarded, and the LifeLong Learning Center was officially opened in January, 1989.

For four years LSCA grants have helped with staffing and the purchasing of supplemental materials and a traveling computer for the programs. Center staff also keep a database of students and tutors, provide technical assistance and information to all programs in Vigo and three surrounding counties, publish a bi-monthly tutor newsletter, and provide coordination for the Wabash Valley Literacy Coalition.

The Strength of Cooperation

Due to it's interest and unselfish concern for the cause, the Wabash Valley Literacy Coalition has grown and thrived over it's five years of existence. It began with the library and five programs: Altrusa, GROW (a church based literacy program), a small bus-based program that has since been discontinued, and programs of the Vigo County School Corporation and the Private Industry Council. Initially, the Coalition and a tutor recognition dinner were chaired by a library staff member. The spelling bee was also chaired by a library staff member and was co-sponsored by the local newspaper. Gradually, other programs have taken leadership roles. Three new counties have joined the Coalition as well as representatives from the Western Indiana Employment and Training Services, the Welfare Department, IVY Tech, Indiana State University, Vocational Education, and the Terre Haute Tribune-Star. The Coalition meets every other month at various sites in the area. One of the Coalition's members is also a member of the Indiana Adult Literacy Coalition and, while working together on activities, the coalitions share national, state, and local literacy information.

The Wabash Valley Coalition strengthens literacy recognition in Wabash Valley. During September (national literacy month) the news media share stories about programs and students, and the cooperative spelling bee gives the month focus. One informational brochure is used for all of the programs. Using the library's telephone number for calls for referrals gives recognition to all of the programs and better service to students and tutors.

Coalition members share needs, resources, and information that is useful in running literacy programs. When one program has a workshop or in-service program for tutors, all other program participants are invited. One program has a student support group and again, students from all programs may attend. When the number of programs became stretched to the maximum, the library was able to assume the English as a Second Language Program to take some of the pressure off the Coalition.

Last year, when local programs were given the opportunity to participate in READ INDIANA which is a state-wide program introduced by Susan Bayh to provide training and support to local volunteer literacy programs, a structure was already in place to begin participation. Two people became trainers, four of the programs became sites, and the library's literacy director became regional coordinator. In September, Wabash Valley was one of the first regions in Indiana to graduate students from READ INDIANA and Mrs. Bayh was on hand to participate in the graduation ceremony. All of this was possible because of the cooperative efforts of literacy coalition members.

.....And Why Are We Here?

The LifeLong Learning Center is the center of literacy activities in the community but the real reason for its existence is to make a difference in the lives of students. Cynthia came in on Saturday, had gotten a full time job with Head Start as a teacher's aide, and came back to the Learning Center for additional help in writing skills in order to write a report on a teacher's Head Start conference session she attended to present to teachers and aides. Without the learning and confidence building that she acquired in the literacy program, she would have not sought employment, not have made it through the interview, and not have been able to perform the tasks required on her job. Similar experiences are duplicated on a regular basis. "This is what makes the job exciting and worthwhile," reflects Chris Schellenberg, Director of the LifeLong Learning Center.

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